

# Connect Two Primary Preparation

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موقع مذكرات جاهزة للطباعة

School : .....

Teacher's name: .....


Grade : Two Primary.

Year : 20 / 20



Date			
Period			
Class			

Contents	Unit 7	Into the countryside	Part 1	Page:2/5												
objectives	1-To identify the natural world. 2-To use there is / these isn't to speak about things. 3- To identify states of the different materials.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental responsibility: Protecting the environment.															
Values	Independence: Self responsibility: A walk in the park.															
Skills	<input type="radio"/> Listening <input type="radio"/> Speaking <input type="radio"/> Reading <input type="radio"/> Writing															
	<u>Lesson Procedures</u>															
Review	I will greet the class and ask about the holiday, and then I will Welcome them back to school.															
Warm up	Revise the family members from last term, and some famous words such as tree, book, fish and body parts.															
Presentation New Vocabulary and structures.	Vocabulary: I will teach them the new words flower- park – grass- tree- river- beautiful- bench -rainbow- plant, and then They will repeat then look and say the word using cards. Language: There is (a flower) / there isn't (a rainbow).															
Refer To teacher's guide page	Page 2-5															
Exercise	No1 :1		Page : 3													
Exercise	No2:1		Page : 5													
Assessment	I will get a student to come and say the words using cards.															
Closing	Say the next time we will learn about the environment.															
Evaluation: Weaknesses points :some students need focus on	.															

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Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>

Date			
Period			
Class			

<u>Contents</u>	Unit 7	Into the countryside	Part 2	Page :6/7												
objectives	1- To listen to and read an enjoyable story. 2-To consider the values of protecting the environment. 3- Identify the three states of water.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental responsibility: Protecting the environment.															
Values	Independence: Self responsibility: A walk in the park.															
Skills	<input type="radio"/> Listening <input type="radio"/> Speaking <input type="radio"/> Reading <input type="radio"/> Writing															
	<u>Lesson Procedures</u>															
Review	I will greet the class saying good morning. Ask about words from the last lesson.															
Warm up	Ask about using there is ...../ There isn't ..... .															
Presentation New Vocabulary and structures.	Vocabulary: I will teach the words water- liquid – gas – solid – sunset – waves – high – low- steam – ice – boat - states. I will get them to repeat and say the words. Then I will let them to listen again and point to the picture. I will put the photos on the board. I will give everyone a photo and I will get them to revise the words. Language: Ice is solid. Steam is a gas.															
Refer To teacher's guide page	Pages 6/7															
Exercise	No1 :1		Page : 7													
Exercise	No2: 2		Page : 7													
Assessment	Ask the pupils to speak about the states of the ice – water etc.															
Closing	Say good bye. Next time we will learn the sound ar and or.															
Evaluation: Weaknesses points :some students need focus on	<div><div></div><div>www.Cryp2Day.com</div></div>															

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>

Date			
Period			
Class			

<u>Contents</u>	Unit 7	Into the countryside	Part 3	Page :8/11												
objectives	1-To recognize and produce the sounds ar – and or. 2- To find words with ar and or sounds.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental responsibility: Protecting the environment.															
Values	Independence: Self responsibility: A walk in the park.															
Skills	<input type="radio"/> Listening <input type="radio"/> Speaking <input type="radio"/> Reading <input type="radio"/> Writing															
	<u>Lesson Procedures</u>															
Review	I will say good morning. Ask about the states of the things.															
Warm up	I will get the pupils to say the states , ice is solid, etc.															
Presentation New Vocabulary and structures.	Teach the new words star – park – art – car- garden- farm -jar- corn – horse- sport- forty –morning- shorts. I will get them to listen and repeat. I will play this game with the pupils to listen and point to the word, then look and say the word that I raise its photo. I will get them to complete the exercises in the book, and I will write words have missed letters and get them to complete the word.															
Refer To teacher's guide page	Pages 8/9/10/11															
Exercise	No1 :1		Page : 9													
Exercise	No2: 2		Page : 11													
Assessment	Trace and complete the words, spell the words.															
Closing	Say good bye. We will learn how to protect the environment.															
Evaluation: Weaknesses points :some students need focus on	<div><div></div><div>www.Cryp2Day.com</div></div>															

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>

Date			
Period			
Class			

<u>Contents</u>	Unit 7	Into the countryside	Part 4	Page :12/15												
objectives	1-To discuss the importance of protecting the environment. 2- To speak and find ways to protect the environment. 3-Listen to a story about a walk in the garden.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental responsibility: Protecting the environment.															
Values	Independence: Self responsibility: A walk in the park.															
Skills	<input type="radio"/> Listening <input type="radio"/> Speaking <input type="radio"/> Reading <input type="radio"/> Writing															
	<u>Lesson Procedures</u>															
Review	Welcome saying good morning, Say words start with the sound Ch.															
Warm up	Tell me your family members, ask about this is.... / these are.....															
Presentation New Vocabulary and structures.	I will teach the new words , trash – trash can – recycling bin – pick – plant – throw – Don't-keep- should- protect .I will get them to repeat , then I will teach the sentence, I put trash in the trash can. Language: I don't pick flowers- I recycle. I will get them to listen and repeat after me .They will play in groups to answer the exercises in the book.															
Refer To teacher's guide page	Pages 12/15															
Exercise	No1 :1/2		Page : 13													
Exercise	No2: 1/2		Page : 15													
Assessment	I will get a student to come to the front and say sentences we do to protect the environment.															
Closing	Say the next time we will learn about buying things at a store.															
Evaluation: Weaknesses points :some students need focus on	.															

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			

<u>Contents</u>	Unit 8	A trip to the store	Part:1	Page :20/22												
objectives	1-To identify stationary items. 2- To identify fruits and nuts. 3- To ask and answer about plural objects. 4- To know how to buy things at a store.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Non- discrimination issues.															
Values	Curiosity: Money.															
Skills	<input type="radio"/> Listening <input type="radio"/> Speaking <input type="radio"/> Reading <input type="radio"/> Writing															
	<u>Lesson Procedures</u>															
Review	Greet the class saying good morning, revise the words from last lesson.															
Warm up	I will get a pupil to say the state of the ice, Ice is solid.															
Presentation New Vocabulary and structures.	Vocabulary: I will teach the new words: pencil case- scissors-toys- calculator- oranges – ruler- bag -paints–lemons- figs- paint brushes- stationary shop- school items- I will get them to repeat. I will get them to listen and repeat after me .I will play a game with them to listen and point to the picture. Language: Are there any (apples?) – Yes, there are. No, there aren't.															
Refer To teacher's guide page	Pages 20/22															
Exercise	No1 :1		Page : 21													
Exercise	No2: 2		Page : 22													
Assessment	Ask and answer Are there any (figs, paints, etc.)?															
Closing	Say next we will learn the numbers from 1 to 100 .Say good bye.															
Evaluation: Weaknesses points :some students need focus on	.															

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>

Date			
Period			
Class			

<u><b>Contents</b></u>	<b>Unit 8</b>	<b>A trip to the store</b>	<b>Part:2</b>	<b>Page :23/25</b>												
<b>objectives</b>	1-To identify and say the numbers from ten to one hundred. 2- To use the numbers to tell information. 3- Ask and answer using how many.															
<b>Materials</b>	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
<b>issues</b>	Non- discrimination issues.															
<b>Values</b>	Curiosity: Money.															
<b>Skills</b>	<input type="radio"/> Listening <input type="radio"/> Speaking <input type="radio"/> Reading <input type="radio"/> Writing															
	<u><b>Lesson Procedures</b></u>															
<b>Review</b>	Smile for the children and I will greet them. Revise body parts.															
<b>Warm up</b>	Say the part of the body that I point to it, Count from 1 to 10 .															
<b>Presentation New Vocabulary and structures.</b>	Vocabulary: I will teach: sell - buy - nuts - pound - money - sweets – house, banana, paper, pen, pencil, chair- friend- skirt - race. Teach the words using flash cards , then I will play with the children a game to look and say the words. Language: It's a bus number ..... . He is 85. How many (chairs) are there? : There are 2 (chairs).															
<b>Refer To teacher's guide page</b>	Pages 23/25															
<b>Exercise</b>	<b>No1 :1</b>		<b>Page : 24</b>													
<b>Exercise</b>	<b>No2: 2</b>		<b>Page : 25</b>													
<b>Assessment</b>	Complete: My grandpa is .....- How many books are there?															
<b>Closing</b>	Saying good bye, next time we will ask about the prices.															
<b>Evaluation:</b> Weaknesses points :some students need focus on	.															

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>

Date			
Period			
Class			


<b>Contents</b>	<b>Unit 8</b>	<b>A trip to the store</b>	<b>Part:3</b>	<b>Page :26/29</b>												
<b>objectives</b>	1-To count numbers using plus and minus. 2- To ask and answer about the price using (How much). 3- To identify different materials.															
<b>Materials</b>	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
<b>issues</b>	Non- discrimination issues.															
<b>Values</b>	Curiosity: Money.															
<b>Skills</b>	<input type="radio"/> Listening <input type="radio"/> Speaking <input type="radio"/> Reading <input type="radio"/> Writing															
	<b><u>Lesson Procedures</u></b>															
<b>Review</b>	Greet the class saying good morning. Say the numbers 20 to 100.															
<b>Warm up</b>	Review the question, How many ..... are there?															
<b>Presentation New Vocabulary and structures.</b>	Vocabulary: I will teach the new words: coins - bills- jacket - pants – shoes, house -cactus- flower-T-shirt – plus-currency. I will use the cards to teach the words. I will get the pupils to play this game answer my question, what is this? Using the objects. Language: How much is / are .....?.															
<b>Refer To teacher's guide page</b>	Pages 26/29															
<b>Exercise</b>	<b>No1 :1</b>		<b>Page : 27</b>													
<b>Exercise</b>	<b>No2: 2</b>		<b>Page : 29</b>													
<b>Assessment</b>	Ask and answer about the prices using how much.															
<b>Closing</b>	Saying good bye, next time will learn the sounds oi and oy.															
<b>Evaluation: Weaknesses points :some students need focus on</b>	.															

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			

<b>Contents</b>	<b>Unit 8</b>	<b>A trip to the store</b>	<b>part:4</b>	<b>Page :30/33</b>												
<b>objectives</b>	1- To identify the sounds oi and oy. 2- To find words have the sound oi and oy. 3- To read and spell words have the sounds oi and oy.															
<b>Materials</b>	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
<b>issues</b>	Non- discrimination issues.															
<b>Values</b>	Curiosity : Money.															
<b>Skills</b>	<input type="radio"/> Listening <input type="radio"/> Speaking <input type="radio"/> Reading <input type="radio"/> Writing															
	<b><u>Lesson Procedures</u></b>															
<b>Review</b>	Smile for the children and I will greet them. Revise the numbers.															
<b>Warm up</b>	Revise asking with how many and how much.															
<b>Presentation New Vocabulary and structures.</b>	Vocabulary: I will teach the new words: coin- oil – soil – point-boy – toys- glass- metal – material –plastic – paper – can . I will teach the words using flash cards. I will get them to play a game, listen and point to the picture. Language: A bill is made of paper - A coin is made of metal.															
<b>Refer To teacher's guide page</b>	<b>Pages 30/33</b>															
<b>Exercise</b>	<b>No1 :1</b>		<b>Page : 31</b>													
<b>Exercise</b>	<b>No2: 2</b>		<b>Page : 33</b>													
<b>Assessment</b>	Say what things are made of, A coin is made of .....															
<b>Closing</b>	I will tell them next time we will learn about the farm animals.															
<b>Evaluation:</b> Weaknesses points :some students need focus on	.															

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Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>

Date			
Period			
Class			

<u>Contents</u>	Unit 9	At the farm	Part:1	Page :38/40												
objectives	1- To identify animals on the farm. 2- To use there is and there are. 3- To describe the different animals. 4- Ask and count animals using: How many.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental responsibility: Protecting animal rights.															
Values	Curiosity. Cooperation: our farm.															
Skills	<input type="radio"/> Listening <input type="radio"/> Speaking <input type="radio"/> Reading <input type="radio"/> Writing															
	<u>Lesson Procedures</u>															
Review	Greet the class. Say the numbers from 10 to 100															
Warm up	Say words have sounds oi and oy , say what things are made of.															
Presentation New Vocabulary and structures.	Vocabulary: farm – donkey – hen- cow- horse – duck – fish- goat – sheep - animals. I will teach the words using cards. Language : There is a goat . There are two cows. How many sheep are there?															
Refer To teacher's guide page	Pages 38/40															
Exercise	No1 :1		Page : 39													
Exercise	No2: 2		Page : 40													
Assessment	Say the numbers count the animals, ask and answer using how many ..... ?															
Closing	I will say good bye, next we will learn the animal sounds.															
Evaluation: Weaknesses points :some students need focus on	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></di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Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>

Date			
Period			
Class			

<u>Contents</u>	Unit 9	At the farm	Part:2	Page :41/43												
objectives	1- To count from one to hundred. 2- To be aware of rights and duties on the farm. 3- Sing a song about the animals on the farm.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental responsibility: Protecting animal rights.															
Values	Curiosity. Cooperation: our farm.															
Skills	<input type="radio"/> Listening <input type="radio"/> Speaking <input type="radio"/> Reading <input type="radio"/> Writing															
	<u>Lesson Procedures</u>															
Review	Greet the class, revise the farm animals.															
Warm up	Say the numbers. Ask about numbers using how much and how many.															
Presentation New Vocabulary and structures.	Vocabulary: bird – Baa- Moo -Quack, I will revise the orders using cards, Then I will teach them to sing the animal song, They will listen to the song and repeat. Language: The cows on the farm say Moo.															
Refer To teacher's guide page	Pages 41/43															
Exercise	No1 :1		Page : 42													
Exercise	No2: 2		Page : 43													
Assessment	Sing the animals on the farm song.															
Closing	I will say good bye, we will take new sounds ( oa ) , (ow) and (oe).															
Evaluation: Weaknesses points :some students need focus 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Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>


Date			
Period			
Class			

<u>Contents</u>	Unit 9	At the farm	Part:3	Page :44/46												
objectives	1-To recognize and produce the letter sounds (oa), (ow) and (oe). 2-To find words with the sounds (oa) , (ow)and ( oe).															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental responsibility: Protecting animal rights.															
Values	Curiosity. Cooperation: our farm.															
Skills	<input type="radio"/> Listening <input type="radio"/> Speaking <input type="radio"/> Reading <input type="radio"/> Writing															
	<u>Lesson Procedures</u>															
Review	Greet the children. say words have sound (ar) and (or).															
Warm up	Say the animals. Sing the farm animals song.															
Presentation New Vocabulary and structures.	Vocabulary: goal – goat – boat – coat –rainbow- snow- yellow- window-home- rose-- nose – stone. I will teach the sounds and the words using cards. I Play word whispers to revise all known words. I will ask them, what's this? To revise the words.															
Refer To teacher's guide page	Pages 44/46															
Exercise	No1 :1		Page : 45													
Exercise	No2: 2		Page : 46													
Assessment	Say words have sound (oe) , then words have (ow) .															
Closing	I will say good bye, next we will learn about the products that we have from animals.															
Evaluation: Weaknesses points :some students need focus on	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></di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Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>


Date			
Period			
Class			

<b>Contents</b>	<b>Unit 9</b>	<b>At the farm</b>	<b>part:4</b>	<b>Page :47/49</b>												
<b>objectives</b>	1- To know what farm animals need. 2- To know what farm animals give. 3-To say sentences using the animal and its product.															
<b>Materials</b>	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
<b>issues</b>	Environmental responsibility: Protecting animal rights.															
<b>Values</b>	Curiosity. Cooperation: our farm.															
<b>Skills</b>	<input type="radio"/> Listening <input type="radio"/> Speaking <input type="radio"/> Reading <input type="radio"/> Writing															
	<b><u>Lesson Procedures</u></b>															
<b>Review</b>	Greet the children, revise the sound (oe) and (ow) from last lesson.															
<b>Warm up</b>	Say the animals, Say the numbers from 1 to 100.															
<b>Presentation New Vocabulary and structures.</b>	Vocabulary: milk – egg – wool – meat- food- water- shelter- space Language: A cow gives us milk and meat. Speak about the animal products; I will get them to repeat many times, correctly. I will get pupils to play a game about animals and their products one says the animal, another one says its product.															
<b>Refer To teacher's guide page</b>	<b>Pages 47/49</b>															
<b>Exercise</b>	<b>No1 :1</b>		<b>Page : 48</b>													
<b>Exercise</b>	<b>No2: 2</b>		<b>Page : 49</b>													
<b>Assessment</b>	Get the pupils to say the animal and its product.															
<b>Closing</b>	I will say good bye, next we will revise all words.															
<b>Evaluation: Weaknesses points :some students need focus on</b>	.															

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موقع مذكرات جاهزة للطباعة

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>


Date			
Period			
Class			

<u>Contents</u>	.	Review 3	Part: 1	Page :50/54
objectives	1- To revise the vocabulary and languages from unit 7 to 9.			
Materials	<div>Student book</div>	<div>real objects</div>	<div>The board</div>	
	<div>C D</div>	<div>Teacher's guide</div>	<div>Flash cards</div>	
issues	Environmental responsibility.			
Values	Curiosity and cooperation.			
Skills	<input type="radio"/> Listening <input type="radio"/> Speaking <input type="radio"/> Reading <input type="radio"/> Writing			
	<u>Lesson Procedures</u>			
Review	Revise the sounds ar ,or , oa , oe ,ow, and words have the sounds.			
Warm up	Revise the numbers from one to a hundred and colors .			
Presentation New Vocabulary and structures.	I will get the pupils to look at their books. I will get them to say the words find revise the sounds. They will listen and point to the picture .Then we will play ask and answer what is this? I will revise numbers, colors and adjectives.			
Refer To teacher's guide page	Pages 50/54			
Exercise	No1 :1/2		Page : 51	
Exercise	No2: 1/2		Page : 53-54	
Assessment	What is this? Using verbs, animals, and other words.			
Closing	I will tell them next we will revise all the words.			
Evaluation: Weaknesses points :some students need focus on	<div> <a href="http://www.Cryp2Day.com">www.Cryp2Day.com</a></div>			

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			

<b>Contents</b>	.	<b>Review 3</b>	<b>part:2</b>	<b>Page :55/61</b>												
<b>objectives</b>	1- To revise the letter sounds from unit 7 to 9 ( or - ar -oe - oa – ow. 2- To evaluate progress in units 7- 9.															
<b>Materials</b>	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
<b>issues</b>	Environmental responsibility.															
<b>Values</b>	Curiosity and cooperation.															
<b>Skills</b>	<input type="radio"/> Listening <input type="radio"/> Speaking <input type="radio"/> Reading <input type="radio"/> Writing															
	<b><u>Lesson Procedures</u></b>															
<b>Review</b>	Greet the class , Revise the sounds ar - or- oe - oa - ow .															
<b>Warm up</b>	Say words have the sound ar and ow, Say the numbers .															
<b>Presentation New Vocabulary and structures.</b>	Vocabulary: Revise the sounds ar - or - oe_ ow – oa , then I will get the pupils to say words have every sound, I will get them to play in groups to complete the book. Then to identify every sound words. Play the game I can say ...use the words on page 57 and 59. Revise the questions (How many ..... are there?) and (How much is / are the .....?).															
<b>Refer To teacher's guide page</b>	Pages 55/61															
<b>Exercise</b>	<b>No1 :1</b>		<b>Page : 56</b>													
<b>Exercise</b>	<b>No2: 1/2/3</b>		<b>Page : 57/61</b>													
<b>Assessment</b>	Say the animals; I will use the flash cards to revise all the words.															
<b>Closing</b>	I will say goodbye, next we will learn about the house items.															
<b>Evaluation:</b> Weaknesses points :some students need focus on	<div>www.Crup2Day.com</div>															




Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>

Date			
Period			
Class			

Contents	Unit : 10	It's home time	Part:1	Page :62/65												
objectives	1- To identify items of and parts in the house. 2- To use adjectives to describe items in the house. 3- To talk about possessions. 4- To use a and an articles with singular things.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Loyalty and belonging: Homes in Egypt.															
Values	Compassion: Helping others.															
Skills	<input type="radio"/> Listening <input type="radio"/> Speaking <input type="radio"/> Reading <input type="radio"/> Writing															
	<u>Lesson Procedures</u>															
Review	Greet the class, Say the numbers (1 to 100).															
Warm up	Say words have the sound (ow – oe - oa). Say the animals.															
Presentation New Vocabulary and structures.	Vocabulary: apartment – house- big – small- armchair-TV- picture- bed- computer- wardrobe- cupboard- kitchen – couch – living room- great. I will teach the words using cards. I will play with them the game listen and say then listen and point. I will let them to do the exercises in the books. Language: It's a book. & It's an armchair. I have an armchair. & I like my house.															
Refer To teacher's guide page	Pages 62/65															
Exercise	No1 :1		Page : 63													
Exercise	No2: 2		Page : 65													
Assessment	Say the things in a house, Say the rooms in a house.															
Closing	Next we will learn about shapes and colors in different places.															
Evaluation: Weaknesses points :some students need focus on	.															


Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>

Class			
Period			
Class			

<b>Contents</b>	<b>Unit 10</b>	<b>It's home time</b>	<b>Lesson:2</b>	<b>Page :66/67</b>												
<b>objectives</b>	1-To listen to a story about houses. 2- To identify houses in different places in Egypt. 3- To know some new places in Egypt (Siwa).															
<b>Materials</b>	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
<b>issues</b>	Loyalty and belonging: Homes in Egypt.															
<b>Values</b>	Compassion: Helping others.															
<b>Skills</b>	<input type="radio"/> Listening <input type="radio"/> Speaking <input type="radio"/> Reading <input type="radio"/> Writing															
	<b><u>Lesson Procedures</u></b>															
<b>Review</b>	Greet the class; Say the numbers from 1 to 100.															
<b>Warm up</b>	Revise the animals and the things in a house.															
<b>Presentation</b> <b>New Vocabulary</b> <b>and structures.</b>	Vocabulary: oasis- building- house- Siwa- desert- The Western Desert- shapes - colors, I will teach the words using cards. I will get them to repeat many times. Language: What (shapes/ colors) can you see? I will play the games listen and say, listen and point and describe shapes using colors.															
<b>Refer To teacher's</b> <b>guide page</b>	<b>Pages 41/42</b>															
<b>Exercise</b>	<b>No1 :1</b>		<b>Page : 35</b>													
<b>Exercise</b>	<b>No2: 2</b>		<b>Page : 35</b>													
<b>Assessment</b>	Say the color of everything that I point to it.															
<b>Closing</b>	I will tell them that we will learn new sounds next time.															
<b>Evaluation:</b> <b>Weaknesses points :some</b> <b>students need focus on</b>	<div><div></div><div>www.Cryp2Day.com</div></div>															

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>

Date			
Period			
Class			

<u><b>Contents</b></u>	<b>Unit 10</b>	<b>It's home time</b>	<b>part:3</b>	<b>Page :68/69</b>												
<b>objectives</b>	1-To recognize and produce the letter sounds ( ai ), ( ay) and ( a-e). 2- To find words with (ai) , (ay) and ( a-el ) sounds.															
<b>Materials</b>	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
<b>issues</b>	Loyalty and belonging: Homes in Egypt.															
<b>Values</b>	Compassion: Helping others.															
<b>Skills</b>	<input type="radio"/> Listening <input type="radio"/> Speaking <input type="radio"/> Reading <input type="radio"/> Writing															
	<b><u>Lesson Procedures</u></b>															
<b>Review</b>	Greet the class, Say the animals and house things.															
<b>Warm up</b>	Say words have the sounds oa , o-e - ow .															
<b>Presentation New Vocabulary and structures.</b>	Vocabulary: train – tail – play – say – face- cake- plate- grapes I will get them to repeat, I will use cards to teach the words. I will get them to try to find more words have these sounds. Language: I like grapes. & I have a toy train.															
<b>Refer To teacher's guide page</b>	Pages 68/69															
<b>Exercise</b>	<b>No1 :1</b>		<b>Page : 69</b>													
<b>Exercise</b>	<b>No2: 2</b>		<b>Page : 69</b>													
<b>Assessment</b>	Ask them to say words have the sounds ai – ay – a-e.															
<b>Closing</b>	I will tell them we will take new verbs and for the next time.															
<b>Evaluation:</b> Weaknesses points :some students need focus on	<div> <a href="http://www.Cryp2Day.com">www.Cryp2Day.com</a></div>															

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>

Date			
Period			
Class			

Contents	Unit 10	It's home time	Part: 4	Page :70/71												
objectives	1- To learn and identify good and bad behaviors. 2-To listen and read a story about different people. 3- To identify different places and houses in the world.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Loyalty and belonging: Homes in Egypt.															
Values	Compassion: Helping others.															
Skills	<input type="radio"/> Listening <input type="radio"/> Speaking <input type="radio"/> Reading <input type="radio"/> Writing															
	Lesson Procedures															
Review	Greet the children; Revise the house items and the animals.															
Warm up	What color is it? , revise the colors and numbers.															
Presentation New Vocabulary and structures.	<u>Vocabulary</u> : help – share- shout – igloo – push – drink – give- good – bad- Nubia – Nubian- China – Chinese – Alaska –Inuit - behavior. I will teach the words using cards. <u>Language</u> : She shares her book. & He helps with the bag. (Good). She shouts. & He pushes his friend. (Bad) I will play the game listen and say, I will get them to say behaviors.															
Refer To teacher's guide page	Pages 70/71															
Exercise	No1 :1		Page : 71													
Exercise	No2: 2		Page : 71													
Assessment	Say the behavior that I do and say it is good or bad.															
Closing	I will tell them we will learn about digital technology next time.															
Evaluation: Weaknesses points :some students need focus on	<div><div></div><div>www.Cryp2Day.com</div></div>															

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>


Date			
Period			
Class			

<u>Contents</u>	Unit 11	At the toy store	Part: 1	Page :76/79												
objectives	1-To identify different toys and adjectives 2- To describe singular objects. 3- Identify near and far objects.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Technological awareness: Digital technology.															
Values	Curiosity: Technology devices.															
Skills	<input type="radio"/> Listening <input type="radio"/> Speaking <input type="radio"/> Reading <input type="radio"/> Writing															
	<u>Lesson Procedures</u>															
Review	Smile for the children and I will greet them, ask about places and animals, I will check answers.															
Warm up	Revise the numbers from 1 to 100, Revise adjectives.															
Presentation New Vocabulary and structures.	Vocabulary: Kite- robot – doll – big – small – happy – toy store – beautiful – book – short – tall – bear - balloon * I will teach the words using cards then I will get the pupils to repeat. I will play with the pupils as usual listen and point, listen and say , I will get them to play in groups to answer the exercises in the book, I will make exercises on the board, complete the missed letter in each word. Language: This is a .....    *    That's a .....															
Refer To teacher's guide page	Pages 76/79															
Exercise	No1 :1/2		Page : 77													
Exercise	No2: 1/2		Page : 79													
Assessment	Say names of toys you can see in a toy store.															
Closing	I will say goodbye, next time we will learn new sounds.															
Evaluation: Weaknesses points :some students need focus on	.															

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>




Date			
Period			
Class			

<u>Contents</u>	Unit : 11	At the toy store	Part: 2	Page :80/82												
objectives	1-To recognize and produce the letter sounds (ie) , (y) and ( i- e). 2- To find words with (ie), (i- e) and (y) sounds.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Technological awareness: Digital technology.															
Values	Curiosity: Technology devices.															
Skills	<input type="radio"/> Listening <input type="radio"/> Speaking <input type="radio"/> Reading <input type="radio"/> Writing															
	<u>Lesson Procedures</u>															
Review	Greet the children, say words have ar and ow sounds.															
Warm up	Revise the toys at a toy store. Revise numbers and colors.															
Presentation New Vocabulary and structures.	<u>Vocabulary</u> : pie – fries – line – write – time – give –fly – sky – fig - birthday. I will teach the new words using cards then I will get them to repeat these words. <u>Language</u> : Long vowel (i) line- bike – kite. Short vowel (i) dig – big – win – chicken.															
Refer To teacher's guide page	Pages 80/82															
Exercise	No1 :1/2		Page : 81													
Exercise	No2: 1/2		Page : 82													
Assessment	I will get a pupil to say words have the sound (i – e).															
Closing	I will tell them that we will listen to a nice story next time.															
Evaluation: Weaknesses points :some students need focus on	<div> <a href="http://www.Cryp2Day.com">www.Cryp2Day.com</a></div>															


Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>

Date			
Period			
Class			

<u>Contents</u>	Unit 11	At the toy store	Part: 3	Page :83/85												
objectives	1-To ask about and understand how others feel. 2-To know and identify feeling adjectives. 3- To use adjectives to describe different feelings.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Technological awareness: Digital technology.															
Values	Curiosity: Technology devices.															
Skills	<input type="radio"/> Listening <input type="radio"/> Speaking <input type="radio"/> Reading <input type="radio"/> Writing															
	<u>Lesson Procedures</u>															
Review	Greet the children, revise the numbers and animals.															
Warm up	Revise the long and short vowel (i) from the last lesson.															
Presentation New Vocabulary and structures.	Vocabulary: fine – happy – sad – angry – hungry .I will teach the new words using cards and by acting the feeling using face figures then I will get them to repeat the words. Language: How are you? * I am (fine, angry, etc.)															
Refer To teacher's guide page	Pages 83/85															
Exercise	No1 :1/2		Page : 84													
Exercise	No2: 1/2		Page : 85													
Assessment	I will ask : How are you? And check the pupils' answers.															
Closing	I will tell them we will learn about the digital technology for the next time.															
Evaluation: Weaknesses points :some students need focus on	.  <a href="http://www.Cryp2Day.com">www.Cryp2Day.com</a>															


Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>

Date			
Period			
Class			

<u>Contents</u>	Unit : 11	At the toy store	Part: 4	Page :86/87												
objectives	1-To identify digital technology. 2- To know and recognize different items of digital technology.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Technological awareness: Digital technology.															
Values	Curiosity: Technology devices.															
Skills	<input type="radio"/> Listening <input type="radio"/> Speaking <input type="radio"/> Reading <input type="radio"/> Writing															
	<u>Lesson Procedures</u>															
Review	Greet the children, review the feeling adjectives.															
Warm up	Revise the numbers from 1 to 100. How are you?															
Presentation New Vocabulary and structures.	Vocabulary: I will teach the words :tablet – cell phone- computer – keyboard – mouse – internet – camera –find – take photos – everything – video game .I will use flash cards to learn the new words Then I will get them to repeat many times. I will get them to play in pairs or groups: Look and say, look and point. I will let them to do the exercises in the books.															
Refer To teacher's guide page	Pages 86/87															
Exercise	No1 :1		Page : 87													
Exercise	No2: 2		Page : 87													
Assessment	Say the digital technology items that you know, check answers.															
Closing	I will tell them we will learn about drections next time.															
Evaluation: Weaknesses points :some students need focus on	<div><div></div><div>www.Cryp2Day.com</div></div>															


Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>

Date			
Period			
Class			

<b>Contents</b>	<b>Unit 12</b>	<b>Go straight on</b>	<b>Part: 1</b>	<b>Page :92/93</b>												
<b>objectives</b>	1-To identify different phrases. 2- To use the present simple tense. 3- To give directions.															
<b>Materials</b>	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
<b>issues</b>	Loyalty and belonging: My world.															
<b>Values</b>	Independence: Navigating around the local area. Love of home: My world.															
<b>Skills</b>	<input type="radio"/> Listening <input type="radio"/> Speaking <input type="radio"/> Reading <input type="radio"/> Writing															
	<b><u>Lesson Procedures</u></b>															
<b>Review</b>	Greet the children; Say the numbers from 1 to 100.															
<b>Warm up</b>	Say the animals, toys and digital technology items.															
<b>Presentation New Vocabulary and structures.</b>	Vocabulary: I will teach the words: walk – drive- take a taxi – car – bicycle – ride – plane – home - school - straight. I will play using the flash cards what is this? It Is a car. Then pupils will work in groups to answer the exercises in the books. Language: He rides the bicycle. & She drives a car.															
<b>Refer To teacher's guide page</b>	Pages 92/93															
<b>Exercise</b>	<b>No1 :1</b>			<b>Page : 93</b>												
<b>Exercise</b>	<b>No2: 2</b>			<b>Page : 93</b>												
<b>Assessment</b>	Say the phrases about how they go to a place, He drives a car.															
<b>Closing</b>	Next we will learn some new places. Then I will say goodbye.															
<b>Evaluation: Weaknesses points :some students need focus on</b>	<div><div></div><div>www.Cryp2Day.com</div></div>															


Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>

Date			
Period			
Class			

Contents	Unit 12	Go straight on	part: 2	Page :94/97												
objectives	1-To learn about giving directions. 2-To know and identify public places. 3- To use prepositions to tell the place. 															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Loyalty and belonging: My world.															
Values	Independence: Navigating around the local area. Love of home: My world.															
Skills	<input type="radio"/> Listening <input type="radio"/> Speaking <input type="radio"/> Reading <input type="radio"/> Writing															
	Lesson Procedures															
Review	Greet the children; revise the words and phrases from the last lesson.															
Warm up	Revise the, colors, numbers from 10 to 100 and the animals.															
Presentation New Vocabulary and structures.	Vocabulary :park – school- library – museum – store – restaurant – town – city – beach – world – street- next to – behind – in front of - near, I will teach the words using cards .I will get them to repeat many times and point to the pictures. Language: there is a store (next to) the park. I will let them to speak about the places using the prepositions.															
Refer To teacher's guide page	Pages 94/95/96/97															
Exercise	No1 :1		Page : 95													
Exercise	No2: 2		Page : 97													
Assessment	Say a phrase about where is a place, check answers.															
Closing	I will tell them we will read a nice story about the city next time.															
Evaluation: Weaknesses points :some students need focus on	.															

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>

Date			
Period			
Class			


<b>Contents</b>	<b>Unit 12</b>	<b>Go straight on</b>	<b>Part: 3</b>	<b>Page :98/99</b>												
<b>objectives</b>	1-To read an enjoyable story about the city. 2-To ask and answer about the places using where. 3- Compare and identify between the city and the village.															
<b>Materials</b>	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
<b>issues</b>	Loyalty and belonging: My world.															
<b>Values</b>	Independence: Navigating around the local area. Love of home: My world.															
<b>Skills</b>	<input type="radio"/> Listening <input type="radio"/> Speaking <input type="radio"/> Reading <input type="radio"/> Writing															
	<b><u>Lesson Procedures</u></b>															
<b>Review</b>	I will greet the class. Revise the words from the last lesson.															
<b>Warm up</b>	I will ask: How are you today? Check answers to revise adjectives.															
<b>Presentation New Vocabulary and structures.</b>	Vocabulary: Egypt – animals –Cairo - farm – trees –live – meet – welcome to –end – start - visit – village - different. I will use cards to teach the words, I will get them to listen to the story. I will ask them about the story, What can you see in a village? Language: Do you like the city? & Where do you live?															
<b>Refer To teacher's guide page</b>	Pages 98/99															
<b>Exercise</b>	<b>No1 :1</b>			<b>Page : 99</b>												
<b>Exercise</b>	<b>No2: 2</b>			<b>Page : 99</b>												
<b>Assessment</b>	Say the differences between the city and the village.															
<b>Closing</b>	I will say good bye, next time we will learn new sounds.															
<b>Evaluation: Weaknesses points :some students need focus on</b>	<div> <a href="http://www.Cryp2Day.com">www.Cryp2Day.com</a></div>															

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			

<b>Contents</b>	<b>Unit: 12</b>	<b>Go straight on</b>	<b>Part:4</b>	<b>Page :100/103</b>												
<b>objectives</b>	1-To recognize and produce the letter sound (igh). 2- To find words with the (igh) sound. 3-To trace and copy the letters (igh). 3- To ask and answer about directions.															
<b>Materials</b>	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
<b>issues</b>	Loyalty and belonging: My world.															
<b>Values</b>	Independence: Navigating around the local area. Love of home: My world.															
<b>Skills</b>	<input type="radio"/> Listening <input type="radio"/> Speaking <input type="radio"/> Reading <input type="radio"/> Writing															
	<b><u>Lesson Procedures</u></b>															
<b>Review</b>	Greet the class; revise the story of the city and the village.															
<b>Warm up</b>	Where you live? Where is the library? Revise giving directions.															
<b>Presentation New Vocabulary and structures.</b>	Vocabulary: firefighter – night – light – traffic lights. I will teach the new sound and the new words using cards then I will get them to listen to the words and repeat the words. I will play the game listen and point I will use the words have ( igh). Language: question: Where is the restaurant? Answer: Turn right. & Turn left. & Go straight.															
<b>Refer To teacher's guide page</b>	Pages 100/103															
<b>Exercise</b>	<b>No1 :1</b>			<b>Page : 101</b>												
<b>Exercise</b>	<b>No2: 2</b>			<b>Page : 103</b>												
<b>Assessment</b>	Ask and check the answers: Where is the museum?															
<b>Closing</b>	I will say good bye. Next we will revise all the words.															
<b>Evaluation:</b> Weaknesses points :some students need focus on	.															

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Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>

Date			
Period			
Class			

<u>Contents</u>	.	Review 4	Part: 1	Page :104/107
objectives	To revise the vocabulary and language from units ( 10 to 12 )			
Materials	<div>Student book</div>	<div>real objects</div>	<div>The board</div>	
	<div>C D</div>	<div>Teacher's guide</div>	<div>Flash cards</div>	
issues	Citizenship – Awareness of rights and duties.			
Values	Respect. Love of home: My world.			
Skills	<div><input type="radio"/> Listening</div> <div><input type="radio"/> Speaking</div> <div><input type="radio"/> Reading</div> <div><input type="radio"/> Writing</div>			
	Lesson Procedures			
Review	Greet the children; revise the places words and the adjectives.			
Warm up	Say words have the sounds : i , ai , (i-e) , y and igh.			
Presentation New Vocabulary and structures.	Vocabulary: angry – hungry – happy – sad –great – museum , library , numbers from 1 to 100, the house items words and the digital technology items , I will revise the words using cards .Then I will get them to play in groups to answer the exercises in the books, I will give them more exercises on the board to revise the words , complete the words, rearrange the letters to make true words , write the word for the picture , I will get them to share and work in groups.			
Refer To teacher's guide page	Pages 104 /107			
Exercise	No1 :1		Page : 105	
Exercise	No2: 2		Page : 106/107	
Assessment	Say the house items, say the digital technology items.			
Closing	I will tell them we will revise the letter sounds and the words have every sound next time, then I will say goodbye.			
Evaluation: Weaknesses points :some students need focus on	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></di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Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>


Date			
Period			
Class			

<u>Contents</u>	.	Review 4	Part: 2	Page :108/113												
objectives	1-To revise the letter sounds from units ( 10 to 12 ) , (i – ( i-e) – ai –ae - ay – igh). 2- To evaluate progress in units (10 to 12 ).															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Citizenship – Awareness of rights and duties.															
Values	Respect. Love of home: My world.															
Skills	<input type="radio"/> Listening <input type="radio"/> Speaking <input type="radio"/> Reading <input type="radio"/> Writing															
	<u>Lesson Procedures</u>															
Review	Greet the children; revise the digital technology items and places.															
Warm up	Say words have the sounds ai , ay , i and igh .															
Presentation New Vocabulary and structures.	Vocabulary : I will revise the letter sounds and the words using cards : kite – ride – bike – light – night - line- five – fine – train – tail – play – say – face – cake – grapes - , I will get them to read them many times I will play with them the game look and say, then I will get them to play in groups to answer the exercises in the book.															
Refer To teacher's guide page	Pages 108/113															
Exercise	No1 :1		Page : 109													
Exercise	No2: 1-2		Page : 110/113													
Assessment	Say words have the sound a-e , i-e , ay , igh , using the flash cards.															
Closing	I will tell them we will read a long story called the Water pump next time.															
Evaluation: Weaknesses points :some students need focus on	<div>www.Cryp2Day.com</div>															



Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>


Date			
Period			
Class			

<u>Contents</u>	The reader	The Water Pump	Part : 1	Page :117/122												
objectives	1- To listen to and read an enjoyable story. 2- To learn that we should help and share our things with others. 3- To use vocabulary from the story.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Loyalty and belonging. Awareness of rights and duties.															
Values	Tolerance and acceptance of others. Respect.															
Skills	<input type="radio"/> Listening <input type="radio"/> Speaking <input type="radio"/> Reading <input type="radio"/> Writing															
	<u>Lesson Procedures</u>															
Review	Smile for the children and greet them, Revise numbers .															
Warm up	Say words have the letter sounds a-e – ay .															
Presentation New Vocabulary and structures.	Vocabulary: Kind, farmer, The Water Pump, plumber - neighbor - village , little boy , tractor, fix , worry, people, sorry, allow, pots, break, care for – field , I will teach the words using cards . I will get the pupils to listen to the story, then listen and point to the speaker; I will get them to repeat after the speaker. Then I will get them to act this part of the story, I will give help and play a role with the children.															
Refer To teacher's guide page	Pages 117/122															
Exercise	No1 :1		Page : 119													
Exercise	No2: 2		Page : 121/122													
Assessment	Say the story of the Water Pump, revise the words from the story.															
Closing	I will tell them we will complete the story of the Water Pump next time, then I will say good bye.															
Evaluation: Weaknesses points :some students need focus on	.  <a href="http://www.Cryp2Day.com">www.Cryp2Day.com</a>															

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>

Date			
Period			
Class			

<u>Contents</u>	The reader	The Water Pump	Part 2	Page :123/127												
objectives	1- To listen to and order a story. 2- To learn about beginning, middle and end. 3- To ask and answer about the story.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Loyalty and belonging. Awareness of rights and duties.															
Values	Tolerance and acceptance of others. Respect.															
Skills	<input type="radio"/> Listening <input type="radio"/> Speaking <input type="radio"/> Reading <input type="radio"/> Writing															
	<u>Lesson Procedures</u>															
Review	Smile for the children and I will greet them, review words from the story and revise the story.															
Warm up	I will get them to read the story to revise the events.															
Presentation New Vocabulary and structures.	Vocabulary: use - little, hand, belong to, village, help, everyone, children – people- again – come back .I will teach these words using cards and get them to repeat. I will ask them about the story and check their answers, I will get them to listen to the second part of the story, and argue about the story in groups, I will check their opinions. I will get them to play in groups to do the exercises in the book. I will give help if they need.															
Refer To teacher's guide page	Pages 123/127															
Exercise	No1 :1/2		Page : 124/125													
Exercise	No2: 2/2		Page : 126/127													
Assessment	Do you like the story of the Water Pump? Why? Check answers.															
Closing	I will say goodbye. We finish our course now; I am happy, I wish you happy holiday.															
Evaluation: Weaknesses points :some students need focus on	.															

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موقع مذكرات جاهزة للطباعة

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>